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ABSTRACT

This training package, one in a series of instructional modules consisting of an instructor's guide and a student activity packet, deals with using resources and references. Included in the instructor's guide are general directions for implementing the presentation; a detailed guide for teaching the lesson that includes performance objectives, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to the activities, and a narrative script for use with a separate slide/tape presentation (audiovisual material not included here); and a list of references. The student activity packet contains an introduction, performance objectives, directions for using the packet, a student checksheet, and resource and activity sheets providing practice in the actual use of various reference and resource materials. (MN)

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OFFICE OCCUPATIONS

USING RESOURCES AND REFERENCES

INSTRUCTOR'S GUIDE
STUDENT ACTIVITY PACKET

Prepared by Diane E. Johnson

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USING RESOURCES AND REFERENCES

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INTRODUCTION

This module, made up of a slide/tape presentation and accompanying printed materials, was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state of Texas, this and several other modules were developed to provide instructional materials in competency areas that require formal classroom training. Selected postsecondary office occupations instructors assisted in the development, field review, and evaluation of the final product. To further insure the usability of these products, they were evaluated by members of a business advisory committee and tested by postsecondary office occupations students.

All of the materials in these modules have been developed with student needs and interests in mind and are designed with the flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. The overall reading level of the student material in this package is 12.62 as calculated according to the FOG Index. In general, this reading level score is consistent with that which can be expected of postsecondary students. The added audio and visual stimuli of the slide/tape presentation help insure understanding by those students whose reading levels do not meet these expectations.

Included in each slide/tape package are a set of full-color slides, a script, a cassette tape, an instructor's guide, and a student activity packet. Each instructor's guide includes general instructions for use by an individual or in a group setting, the narrative for the slide/tape presentation, and specific instructions on how to use the materials in a particular package. The specific instructions section contains the performance objectives, suggestions for class discussion, special notes to the instructor, optional student activities, solutions for the activities completed by the students, and suggestions for evaluation of the work produced.

The student activity packet consists of a section on information the student must know in order to complete the activities, the performance objectives to be attained, any necessary resource materials, and the activities to be completed in order to master the competencies on which the module is based.

ACKNOWLEDGMENTS

We extend special thanks to the following committee members and their employers for their cooperation in reviewing, evaluating, and testing the materials developed through this project:

Business Advisory Committee

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Nancy Hunsucker, Administrative Manager, Kelly Services

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Teacher Advisory Committee

Lila Kinman, Bee County College

Virginia McKenzie, Tarrant County Junior College, South Campus

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In addition to these specific individuals, selected students at Tarrant County Junior College, South Campus, have tested these materials in their draft form and have provided valuable input for assuring that the final product meet the needs of the students for whose use this instructional package is intended.

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INSTRUCTOR'S GUIDE

USING RESOURCES AND REFERENCES

INSTRUCTOR'S GUIDE

GENERAL INSTRUCTIONS

Equipment Needed

Before using this presentation, make sure that arrangements have been made to have the following equipment available: a slide projector, a projection screen, and a cassette recorder/player.

Make sure that all equipment is working properly.

Preparations Before Class

1. Preview the slide/tape presentation and determine how it will be used in your class.
2. Plan short but relevant introductions to tell students what to look for in the slide/tape presentation.
3. Allow enough time to show the presentation in its entirety.
4. If you use handouts, be sure they are distributed after the presentation.

Procedures for Group Setting

1. Choose a point in the lesson where the slide/tape presentation will have the greatest impact.
2. After showing the slide/tape presentation, ask students to give highlights in their own words.
3. If necessary, show the presentation or parts of it again to emphasize points important to successful completion of the activities.
4. If necessary, make arrangements for students to use the slide/tape presentation on an individual basis.

Procedures for Individual Setting

1. Make sure space and equipment are available.
2. Check equipment to make sure it is working properly.
3. Demonstrate procedures for using the equipment.

4. Have students view the slide/tape presentation as many times as necessary to understand the information given.

Instructions for Using Slides and Cassette Tapes

1. Pick up each slide by its frame so that you do not touch the film.
2. Arrange the slides in the slide tray in sequential order with the slide number in the upper right corner facing you.
3. Insert the cassette tape into the recorder/player.
4. Rewind the cassette tape to be sure it will start at the beginning.
5. Turn on the slide projector. The first slide should be projected on the screen.
6. Start the cassette player.
7. Depress the advance button at the sound of the "beep" if you are using the audible advance.

(NOTE: Review the above procedures with those students who will be using the package individually.)

Student Checksheets

Student checksheets provide a convenient means for the student to take notes while viewing the slide/tape presentation. The points identified on the student checksheets are those the student will have to be familiar with in order to complete the activities provided.

Resource Sheets

Resource sheets contain information essential to the activities and serve as reinforcement for the competency requirements covered by the slide/tape presentation. Students should use the resource sheets as instructed in each student activity packet.

Activity Sheets

Activity sheets are working papers for students. Students are instructed to use them when completing certain activities.

USING RESOURCES AND REFERENCES

INSTRUCTOR'S GUIDE

Specific Instructions

Introduction

Using Resources and References is an audiovisual aid designed to help students develop and/or refine their skills and abilities in recognizing the need for and in using various resources and references. This package provides students with opportunities to determine the most appropriate resource or reference to employ in locating specific information as well as with opportunities to locate requested information.

This slide/tape package consists of 75 full-color slides, a cassette tape, an instructor's guide, a script, and a student activity packet that could be used as primary or supplementary tools in a wide variety of courses, including office procedures, word processing, and business communications. Any of these printed materials, which are not copyrighted, can and should be reproduced in order to provide an adequate supply of the materials for completing the activities; there are no separately printed student materials.

Performance Objectives

If a student satisfactorily completes this instructional package, the following competencies can be expected.

1. The student will be able to name and describe eight local resources.
2. The student will be able to name and describe four state resources.
3. The student will be able to name and describe two national resources.
4. The student will be able to name and describe sixteen references.
5. The student will be able to identify resources that will provide specific types of information.
6. The student will be able to identify references that will provide specific types of information.
7. The student will be able to locate specific information in named references.
8. The student will be able to determine the most appropriate resource or reference for locating specific information.
9. The student will be able to locate specific information through the use of various, unspecified resources and references.

Special Notes to the Instructor

This instructional audiovisual package may be used in its entirety in a group setting or as a component of an individualized instruction curriculum. The instructor who desires to adapt this particular package to the specific needs of the program may find the following suggestions helpful:

1. The activities in the Student Activity Packet have been arranged in a simple-to-complex order. However, if the instructor wishes to have the student complete the activities in another sequence, only activities 5 and 6 need to be completed in their numbered order. Activity 6 requires the student to use the answers located in activity 5.

2. None of the activity directions requires the student to produce typewritten copy. The instructor may wish to add this requirement to any or all of the provided activities.

3. Only commonly used resources and references have been addressed in this package. The instructor may wish to provide students with information on less common resources and references or on resources and references unique to a particular occupation or location.

4. The instructor who wishes to present this unit in smaller segments will find logical stopping points immediately following each of these slides: 21 (local resources), 30 (state-level resources), 35 (national resources), 58 (general references), 75 (specialized references).

5. If any of the provided activities cannot be used in your setting or if students require additional activities to achieve the performance objectives, refer to the section entitled Optional Student Activities. Neither resource sheets nor activity sheets are provided for these activities.

Script

A script containing a description of each slide and its narration can be found at the end of the Specific Instructions.

Time and Facilities

Approximately one 45- or 50-minute class period should be set aside for a brief introduction to and presentation of the slide/tape, which can be shown in any room that can be darkened or that has individual carrels equipped with slide carousels and cassette tape players.

Field test results submitted by postsecondary students suggest that these activities will require six to eight hours for completion.

These time estimates are provided as guidelines only. The actual time spent in completing this package will vary with the amounts and types

of discussion activities that take place and with the abilities of the students. If the instructor adds other activities or revises the provided activities, the suggested time frames will have to be revised.

Suggestions for Discussion (for use in a group setting)

1. Before the slide/tape is presented, discuss with the students the performance objectives that must be met. Also discuss the value of resources and references, citing examples in the classroom and around the campus.

2. After the slide/tape has been used, but before the activities are assigned, review the information presented. Emphasize the importance of knowing how to efficiently and effectively use those resources and references to which most office employees refer daily.

3. Present examples of and discuss the use of any additional resources and/or references.

4. Before the activities are assigned, provide an in-depth review of how to locate information in each of the following references. Use the specified reference in reviewing its use.

   a. Almanac

   b. Book of Quotations

   c. Reference Manual

   d. Telephone Directory Yellow Pages

   e. Thesaurus

Optional Student Activities

Six activities are provided in the Student Activity Packet. These activities are designed to reinforce the information provided on the slide/tape presentation and to give students an opportunity to refine their skills in using various resources and references.

The following suggestions for additional activities may be used with students who need further skill refinement in these competencies or in courses where the provided activities are inappropriate.

1. If this presentation is used in a group setting, arrange for the class to spend one class period in the library. At the same time, arrange for a librarian to explain the arrangement and use of the volumes in the reference section of the library.

2. If this presentation is used in an individualized instruction setting, provide the student with a list of references to be located and examined in the library. Instruct the student to seek needed assistance from a librarian.

3. If this package is used in a group setting, have each student give a short oral presentation on the results of the interview conducted in activity 6. Then, compile a list of those references cited in response to the last question on the activity sheet; arrange the list in order of importance. Finally, discuss the reasons for the resulting placement (in the list) of each reference.

4. Ask each member of your business advisory committee to loan the class a copy of the procedures manual (or other reference developed in-house for employees) used by company employees. Discuss the various sections included in each manual.

5. Divide the class into small groups. Using the procedures manuals obtained in No. 4 above as models, have each group prepare a procedures manual for a specific course or department. Have the students arrange to meet with the appropriate instructor or department chairperson to determine what should be included in the manual. After each manual is in final form, present it to the instructor or department for which it was prepared.

6. Purchase commercially prepared materials or develop exercises that require students to utilize any or all of the following references:

   a. City Directory
   b. Dictionary
   c. National ZIP Code Directory
   d. Personal Telephone Directory
   e. Postal Manual
   f. Telephone Directory
   g. Thesaurus
   h. Trade/Professional Journals

7. Have students summarize two articles from a trade or professional journal prepared for the occupational area or the type of business/industry in which they plan to seek employment.

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's successful completion of this packet. This checklist is not intended as a method of grading but merely as a means of determining whether or not the student has mastered the competencies presented in the package.

1. Activity 1

   a. The student responded to each of the fifteen descriptions. _____

   b. If the student's responses did not correspond to those on the answer key, the resource named was one that could provide the requested information. _____

c. The student's responses were prepared neatly and accurately. _____

2. Activity 2

a. The student responded to each of the twenty descriptions. _____

b. If the student's responses did not correspond to those on the answer key, the reference named was one that could provide the requested information. _____

c. The student's responses were prepared neatly and accurately. _____

3. Activity 3

a. The student responded to each of the forty items. _____

b. The student's responses were prepared neatly and accurately. _____

4. Activity 4

a. The student responded to each of the twenty items (40 responses). _____

b. If the student's responses did not correspond to those on the answer key, the responses reflected information that had changed from the time the key was prepared. _____

c. The resource/reference cited matched that listed on the answer key or was one that could provide the requested information. _____

d. The student's responses were prepared neatly and accurately. _____

5. Activity 5

a. The student responded to each of the ten items. _____

b. The student's responses reflected the type of business/industry indicated on the answer key. _____

c. Each response included a company name, address (including city, state, and ZIP Code), and telephone number. _____

d. The student's responses were prepared neatly and accurately. _____

6. Activity 6

a. The student marked responses only in the appropriate spaces. _____

b. The student's responses were prepared neatly and accurately. _____

7. Completion time for activities

   a. Completion time less than suggested time limits. ____

   b. Completion time within suggested time limits. ____

   c. Completion time exceeded suggested time limits. ____

Keys to Activities

Specific answers are provided for the following activities:

a. Activity 1

b. Activity 2

c. Activity 3

The answers to the following items in Activity 4 may change through the course of business and the passage of time. The accuracy of the answers to these items should be checked regularly:

a. The editor of the Wall Street Journal.

b. The current chief executive of the Ford Motor Company.

The answers to the following items in Activity 4 will vary from location to location. The information should be checked and updated each time this activity is assigned:

a. The number of volumes in the library.

b. The number of newspapers to which the library subscribes.

c. The hours during which the library is open.

A suggested resource/reference is given for each response in Activity 4. However, this information can be located through other resources/references. Any resource/reference that would provide the information should be considered correct.

The responses provided for Activity 5 are an indication of the type of resource that would be appropriate. Student answers will vary. Any response that represents the type of resource indicated should be considered correct. Student responses should include the name of the company; the street address; the city, state, and ZIP Code; and the telephone number.

No answer key is provided for Activity 6. Student responses will vary.

KEYS TO ACTIVITIES

Activity 1

1. city governmental offices
2. local chamber of commerce
3. local post office
4. library
5. national governmental offices (newspaper office files)
6. state governmental offices
7. Better Business Bureau
8. newspaper office files
9. professional/service organization
10. other businesses
11. state chamber of commerce/tourist information bureau
12. community college/college/university
13. national professional/service organization (national PSI)
14. local chamber of commerce
15. other businesses

Activity 2

1. dictionary
2. atlas
3. national ZIP Code Directory
4. telephone directory
5. Postal Manual
6. hotel/motel guide
7. almanac
8. reference manual
9. Official Airline Guide
10. trade/professional journals
11. thesaurus
12. encyclopedia
13. indexes
14. writing style book (grammar/writing style book)
15. company procedures manual
16. word book (dictionary)
17. reference manual
18. Postal Manual
19. trade/professional journals
20. Postal Manual

Activity 3

Word Book

1. de- valu- ation
2. vali- dation
3. opti- mum
4. proba- bili- ty
5. appli- ca- ble

Dictionary

6. ˌgar-ən-'tē
7. 'dāt-ə, 'dat-ə, 'dăt-ə
8. 'ȯ-thər
9. si-'ment
10. 'sər-fət

Thesaurus

	Synonym		Antonym
11.	appreciative, thankful; welcome, agreeable, refreshing; gratitude, pleasure	12.	ingratitude
13.	sulky, sullen, gloomy, crabbed, glum, dour; irascibility	14.	cheerfulness
15.	noble, well-born, aristocratic; nobility	16.	populace
17.	bend, bow, crouch; condescend, deign; submit; depression, servility	18.	ascent
19.	frank, straightforward; outspoken, blunt; impartial; simpleness	20.	deception

Rererence Manual

21. heading
22. opening
23. body
24. closing
25. Dear Mr. President (Dear Sir)
26. accounts receivable
27. (n.) a coarse cloth
28. (v.) to solicit
29. singular in form; represents a group
30. identical with

Activity 3 (continued)

Telephone Directory

31. $19.00
32. Mon.-Fri. = 5 p.m.-11 p.m.
    Sun. = 5 p.m.-11 p.m.
33. Pacific
34. Eastern
35. Central
36. Mountain
37. 605
38. 915
39. 815
40. attorneys

Activity 4

1.	Laurence Johnston Peter	book of quotations
2.	346,931	almanac
3.	57,604	almanac
4.	Greenland	almanac; encyclopedia; atlas
5.	World Book-Childcraft Int'l.	World Book Encyclopedia
6.	Robert L. Bartley	Wall Street Journal
7.	Bismarck	atlas
8.	(local information)	librarian
9.	(local information)	librarian
10.	1971	card catalog
11.	Grover Cleveland	almanac; history book
12.	Kansas	almanac
13.	November 22, 1963	almanac; history book
14.	Big Cypress	almanac; atlas
15.	Dwight D. Eisenhower	almanac; history book
16.	Philip Caldwell	almanac; business/industry direct.
17.	(local information)	librarian
18.	Battle Creek, Michigan	almanac; encyclopedia
19.	1,080,546	almanac
20.	dye/glycol or alcohol	encyclopedia

Activity 5

(state employment agency)
(travel agency)
(accountant/bookkeeper/CPA)
(real estate firm)
(architect)
(local chamber of commerce)
(service/professional organization)
(florist/greenhouse)
(county district attorney)
(insurance agency)

Activity 6

No key provided; answers will vary.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
1	Focus/Synchronize Slide	
2	Title Slide	Using Resources and References
3	Stop Slide	Before beginning this slide/tape presentation, stop the recorder and locate the Student Checksheet in your Student Activity Packet. This checksheet provides a convenient means of taking notes on those portions of the presentation that you will need to know in order to confidently complete the activities that accompany this slide/tape package.
4	RESOURCES & REFERENCES	Information can be obtained through a wide variety of sources. These sources, which are used to find, check, or compile information, can be categorized either as resources or as references.
5	four different resources (quad-split)	Resources are people and the organizations, companies, or institutions they represent. Travel agents, librarians, and chamber of commerce members are examples of resources.
6	RESOURCES Local - State - National	Resources can be further categorized according to the functions they serve and the geographical areas they cover. Resources are available at the local, state, and national levels.
7	a map with a local area identified	Local resources are those that are found nearby--in the city, county, or surrounding area. Although these resources may be a part of larger state or national organizations, they function primarily to serve the residents of the community.
8	a local chamber of commerce building	Local chambers of commerce are the logical source for obtaining information on almost every aspect of the community. In addition to other information, its employees and members keep calendars of local events; directories of businesses, industries, and service organizations; and descriptions of tourist attractions.
9	a county government building	City and county governmental offices can provide information about police and fire protection, property descriptions, taxation rates, utility rates, and other services.
10	the Better Business Bureau offices	The Better Business Bureau is an organization of business people whose intent is to improve the image of business, to strengthen the business community, and to police its own membership.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
11	a cartoon of the Better Business Bureau mediating a dispute	Complaints that cannot be resolved through direct contact with an individual company can usually be submitted to the local Better Business Bureau. If a company is a member of this organization, the Bureau will act as a mediator between the compaint-ant and the company, in an effort to resolve the problem.
12	a newspaper office	A newspaper office is an excellent source of information on past local, state, national, and even international events.
13	files of a newspaper	Newspaper publishers keep huge files, often in microfilm form, of past issues of the paper and will even provide an employee to help you locate the exact information you seek.
14	U. S. post office	The local branch of the United States Postal Service--the post office--is another excellent source of information.
15	various manuals used by postal employees	In addition to providing answers to specific questions about mailing rates, delivery schedules, and ZIP Codes, the postal employee can provide access to various postal manuals which contain even more detailed information.
16	a library	Libraries provide a central storage and retrieval location for printed materials on all topics. If printed material is needed, a visit to the local library is usually all that is necessary to find the information required.
17	a librarian working with a library patron	Librarians are available to aid individuals in locating difficult-to-find information. These employees and the material to which they have access can simplify locating, verifying, or compiling needed information.
18	guidelines for inter-library loan	If the local library does not have a particular volume, it can be "borrowed" from another library through an inter-library loan, an additional service provided by most libraries.
19	logos of various profes-sional/service organizations	Professional and service organizations, such as Business and Professional Women and the Lions Club, exist in even the smallest cities and towns. Each organization has a specific purpose, and each serves a particular segment of the business community or of the community in general.
20	a speaker with a profes-sional/service meeting	These organizations can not only provide information but also provide services such as speakers for professional meetings, consultants to aid in solving specialized problems, and volunteers for special projects.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
21	a travel agency	Other businesses can also serve as resources. Travel agencies provide unlimited service and information for the business traveler; consulting firms give advice on improving productivity; manufacturers and distributors offer information on equipment, furniture, and supplies. The list is endless.
22	a map with the state of Texas highlighted	State resources are those that serve the citizens of and visitors to a particular state, often in the same way that local resources serve the community.
23	the state capitol building	State government offices administer the business of the state. They include the legislative and judicial branches of state government as well as such divisions as legal aid, social services, education, agriculture, and others.
24	a telephone directory page highlighting the listings for the state of Texas	Although most state government offices are located in the capital city of a state, many have local branches. The addresses and telephone numbers of these local branches can be found in the telephone directory, listed under the name of the state.
25	a tourist information bureau	State chambers of commerce and tourist information bureaus promote the state in which they are located. They can provide information--both general and specific--on state statistics, government, education, highways, resorts, and so forth.
26	information sheets on Texas	These agencies are especially valuable sources of information for anyone planning a trip, a move to another state, or a large convention.
27	East Texas State University/ Grayson Community College (bi-split)	Community colleges, colleges, and universities are often overlooked as resources. However, these institutions are staffed by experts in their fields who can provide assistance and information on subjects from office layout and design to computer utilization.
28	diagram of the state office branching out to several local cities	Professional and service organizations are organized on a statewide basis as well as on the local and national levels. They serve as the parent organization for the local chapters of such groups as the Optimists and the League of Women Voters.
29	diagram showing flow of data from the locals to the state organization	These state-level organizations can be especially helpful if you need to get a broad view of an existing problem or situation. For example, the state Business and Professional Women's organization could help gather data that would allow your organization to compare the number of women it employed in administrative positions to the number employed in similar positions statewide.
30	a map of the United States	National resources are those that pertain to the entire country. Their scope is much broader than that of local and state resources, and their influence is greater.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
31	Earle Cabell federal building	Federal government agencies administer the business of the nation and of its citizens. These agencies exist to serve the needs of the people and can provide assistance and information in many areas, as do local and state government agencies.
32	telephone directory page highlighting the U. S. Government listings	Although some of these agencies are housed only in Washington, DC, many of them have local and state branches across the United States. Addresses and telephone numbers for these branches can be found in the telephone directory, listed under United States Government.
33	diagram of the national office branching out to the various states	Professional and service organizations also exist on the national level. They represent the state and local chapters of the same organizations and are able to draw information and assistance from all areas of the country.
34	REFERENCES	The list of local, state, and national resources is almost endless. Those that have been described here are only a few of the many to which everyone has access. In addition to these resources, there are also a wide variety and great numbers of references that are available as sources of information.
35	a dictionary, a telephone directory, an almanac	References are printed materials such as dictionaries, telephone directories, almanacs, and reference manuals. Only those that are commonly used in the office are discussed in this presentation.
36	a dictionary	The dictionary is often considered the most comprehensive reference on the English language. Dictionaries are used most often to verify spellings, definitions, and word division.
37	a table of contents from a dictionary	In addition, however, these references also provide guides to pronunciation, abbreviations, symbols, weights and measures, and so forth.
38	a group of word books	Word books, which contain an alphabetized listing of common words, are also used most often for verifying spelling, hyphenation, and pronunciation.
39	several specialized word books	In addition, these books can be purchased for specialized occupations, such as medical or legal offices; or they can be general, for use in offices of all types.
40	a thesaurus	Another useful reference is a thesaurus--a book of synonyms and antonyms for commonly used words. This book is valuable when you know what you want to say but can't think of just the right word for saying it.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
41	the listing for "progress" from the thesaurus	For example, if you were trying to think of another way of saying "proceed," the thesaurus would tell you that you could substitute "continue," "progress," "advance"; "move," "arise"; "emanate," "result," or "issue," depending upon how the word is used in the sentence.
42	synonymns for "progress"--from the thesaurus	The thesaurus would also indicate where you could locate other words that meant almost the same thing,
43	antonyms for "progress"	and where you could find words that had the opposite meaning.
44	several reference manuals	Reference manuals provide all types of information the office employee needs to know in order to correctly perform office duties--especially those duties that relate to communication.
45	a table of contents from a reference manual	These manuals incorporate sections on grammar, punctuation, letters, reports, and so forth. They provide not only information on various tasks but also examples of how the finished product should look.
46	a specific reference and a general reference manual	These manuals, like word books, can be purchased in two types--those aimed at specific occupational areas, and those that are general in nature.
47	a city directory and a telephone directory	Directories are alphabetical listings of names and addresses of individuals in a particular profession, business, industry, or location.
48	a city directory and a telephone directory--opened	This category of references includes telephone directories, city directories, government directories, and business and industry directories. These volumes are especially useful in locating names, addresses, telephone numbers, and employment information.
49	a shelf of encyclopedias	Encyclopedias provide information on a wide variety of topics and are written in a narrative style.
50	a page from an encyclopedia	The information provided on a topic is allocated as much space as is needed to adequately explain the subject. Some topics are presented in a paragraph, while others have several pages devoted to them.
51	several grammar and writing style books	Grammar and writing style books are especially useful references in businesses that require employees to produce written manuscripts or other material that is to be published.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
52	a writing style book	Although most reference manuals contain sections on grammar, a specialized grammar or writing style book provides a more comprehensive view of the writing process and all that it entails.
53	shelves of indexes	Indexes refer you to other books and periodicals, which are listed alphabetically by subject.
54	a legal index and a general index (bi-split)	These references are published both as general and as specific indexes. General indexes cover all topics; specific or specialized indexes are prepared for such areas as education, law, and medicine.
55	an education index opened to vocational education	Therefore, if you wanted to gather information on training received through vocational education programs, you would locate this title in an educational index. The listing under this title would include all books and articles written on the subject.
56	an almanac	Almanacs are printed yearly and provide a wide range of information about important and unique events, production of goods and services, populations, weather, and so forth.
57	an open atlas	Atlases provide geographical and statistical information, including maps, populations, weather trends, travel routes, and related information.
58	the ZIP Code directory	In addition to these general references are some very specialized reference materials. The National ZIP Code Directory is a listing of mailing ZIP Codes for every city and town in the United States and its territories.
59	a page from the ZIP Code directory	In this directory, states and territories are listed alphabetically; cities are listed alphabetically within each state section.
60	ZIP Code page with specific sections highlighted	Special sections are also set aside for the large metropolitan areas in each state. In these sections, every street, post office box, hospital, university, and government agency is listed separately.
61	address formats from the ZIP Code directory	In addition to ZIP Codes, this directory also includes information on how to use the manual, how to use the ZIP Codes, and how to format address abbreviations.
62	the Postal Manual	The Postal Manual, like the ZIP Code Directory, is prepared by and can be purchased from the United States Postal Department. It details all postal regulations, rates, and services.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
63	the Official Airline Guide	The Official Airline Guide is most often used by travel agents, by travel divisions within large firms, and by secretaries who are expected to make travel arrangements for their employers.
64	a page from the Official Airline Guide	This guide is printed in looseleaf form and provides a comprehensive listing of all flight information. Included in the information for each flight is the departure time, the arrival time, the type of aircraft used, types of seating available, meals served enroute, special services available, and cost.
65	loose pages from the Official Airline Guide	Because flight information is constantly changing, this guide is reprinted and updated at short intervals. In addition, replacement pages to update pages on which flight information has changed are sent to subscribers whenever necessary.
66	a hotel/motel guide	Hotel and motel guides are references that contain information on all hotels and motels across the country that subscribe to the service and pay a fee to be included in the guide.
67	pages of hotel/motel guide shown in a looseleaf binder	Like the airline guide, this reference is printed in looseleaf form and is most often used by travel agents, by travel divisions within large corporations, and by secretaries who are expected to make travel arrangements for their employers.
68	various trade and professional journals	Trade and professional journals are periodicals published for special interest groups such as educators, carpenters, word processing operators, and for almost every other occupational area.
69	professional journals/one journal opened to an article (bi-split)	These journals contain articles of interest to people in the profession, results of research done in the field, advertisements for applicable equipment and supplies, and editorials on pertinent topics.
70	a policy & procedures manual	Company procedure manuals are developed by individual companies for their employees.
71	policies & procedures manual opened	These manuals detail the rules, regulations, and procedures established by the company, including travel, sick leave, vacation, and company-related insurance.
72	copyright date on a book	Regardless of the reference used to complete any assignment, one of the most important considerations in choosing the reference--aside from the obvious relevance to the information sought--is the copyright date of the material. Information becomes outdated quickly; the reference user must be sure that the information found is the most up-to-date available.

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SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
73	several different resources and references (quad-split)	There are many more resources and references than those discussed in this slide/tape presentation--and more become available as technology increases. Those mentioned here represent the basics--the resources and references that are readily available and which provide needed assistance for the office employee.
74	Credits Slide	

RESOURCES AND REFERENCES

Books

Bobbs-Merrill Educational Publishing
4300 West 62nd Street
P.O. Box 7080
Indianapolis, IN 46206

Business Spelling and Word Power (1983), McCauley, Slocum

A Modern Approach to Business Spelling (1979), DeCaprio

Word Power for Effective Writing (1980), Jackson, Pearce

Word Resources (1979), Walker

Glencoe Press
Benziger Bruce & Glencoe, Inc.
8701 Wilshire Boulevard
Beverly Hills, CA 90211

Reference Manual for Office Workers (1977), Nanassy, Selden, Lee

Gregg/McGraw-Hill
13955 Manchester Road
Manchester, MO 63011

The Administrative Secretary (1976), Anderson, Griffitts, McIntosh, McKenna, McMurty, Oelrich, Crane, Lee, Russon

General Office Procedures (1981), Wood Sanders

The Gregg Reference Manual (1977), Sabin

10,000 Legal Words, Spelled and Divided for Quick Reference (1971), Kurtz, Adams, Vezeau

10,000 Medical Words, Spelled and Divided for Quick Reference (1972), Byers

20,000 Words, Spelled and Divided for Quick Reference (1977), Leslie

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

The Secretary's Handbook (1978), Whalen

Houghton Mifflin
One Beacon Street
Boston, MA 02107

The Legal Word Book (1978)

Houghton Mifflin (continued)

The Medical & Health Sciences Word Book (1977)

The Pocket Dictionary (1978)

The Reference Guide: A Handbook for Office Personnel (1980), Holmes

The Right Word (1978)

Roget's II: The New Thesaurus (1981)

The Written Word (1977)

South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

Punctuation: A Programmed Approach (1982), Perkins

Reference Manual for Office Personnel (1981), House. Sigler

Word Division Manual (1970), Siverthorn, Perry

Word Studies (1981), Lamb, Perry

Words, Words, Words! (1980), Schachter

John Wiley & Sons, Inc.
605 Third Avenue
New York, NY 10016

Business Services and Information, A Guide to the Federal Government (1979), ed. by Weckesser, Whaley, Whaley

Dictionary of Business and Management (1978), Rosenberg

Where to Find Business Information, A Guide for Everyone Who Needs the Answers to Business Questions (1979), Brownstone, Carruth

Other

Occupational Curriculum Laboratory
East Texas State University
Commerce, TX 75428

General Clerical Duties and Related Information (198[illegible]), Burrow

STUDENT ACTIVITY PACKET

USING RESOURCES AND REFERENCES

STUDENT ACTIVITY PACKET

Introduction

The use of resources and references plays a major role in the life of each individual. Each time a question is asked and an answer given, a resource has been used; each time information is sought and located, a reference has been used. Although each type of business and/or industry uses resources and references specially designed to provide help in that particular occupation, many resources and references provide information applicable to all occupational areas. Since no one person has all of the accumulated knowledge needed, it is important to be able to recognize situations in which additional information is required and to know where to locate that information.

Performance Objectives

After satisfactorily completing this instructional package, you will be able to:

1. Name and describe eight local resources.
2. Name and describe four state resources.
3. Name and describe two national resources.
4. Name and describe sixteen references.
5. Identify resources that will provide specific types of information.
6. Identify references that will provide specific types of information.
7. Locate specific information in named references.
8. Determine the most appropriate resource or reference for locating specific information.
9. Locate specific information through the use of various, unspecified resources and references.

Materials

*Student Checksheet for use with slide/tape presentation
*Resource sheet for Activities 1-6
*Activity sheets for Activities 1-6
Dictionary
Reference Manual (e.g., Gregg Reference Manual)
Thesaurus
Word Book (e.g., Webster's New World 33,000 Word Book)
Pen or Pencil
Typewriter (optional)
Correction materials (optional)

*These materials are provided as a part of this activity packet.

Directions

This packet contains six activities. Each activity is detailed on the resource sheet which contains instructions and/or needed information. In addition, activity sheets are provided and are to be used for the completion of each activity. To complete each of the activities, follow these steps:

1. Carefully read and follow the instructions listed for each activity on the Resource Sheet.

2. Assemble any materials and/or supplies you will need to complete the activity.

3. Complete the work called for in the activity.

4. Check over your work for completeness and accuracy.

When all of the activities have been completed, submit them to your instructor for evaluation.

STUDENT CHECKSHEET

(To Be Used With Slide/Tape Presentation)

This sheet is provided as a convenient means of taking notes during the slide/tape presentation. The answers to the questions presented here will be useful when completing the activities that accompany this presentation.

1. Name two sources for finding, checking, and compiling information.
   a. _____
   b. _____

2. Briefly define "resources."

   _____

   _____

3. Name the three categories into which resources can be placed.
   a. _____
   b. _____
   c. _____

4. Name the eight common local resources and briefly describe the information they provide.
   a. _____ _____
   b. _____ _____
   c. _____ _____
   d. _____ _____
   e. _____ _____
   f. _____ _____
   g. _____ _____
   h. _____ _____

5. Name four common state resources and briefly describe the information they provide.

   a. _____ _____

   b. _____ _____

   c. _____ _____

   d. _____ _____

6. Name two common national resources and briefly describe the information they provide.

   a. _____ _____

   b. _____ _____

7. Briefly define "references."

   _____

   _____

8. Briefly describe the use of each of the following references:

   a. Dictionaries _____

   b. Word Books _____

   c. Thesauruses _____

   d. Reference Manuals _____

   e. Directories _____

   f. Encyclopedias _____

   g. Grammar/Writing Style Books _____

   h. Indexes _____

i. Almanacs

j. Atlases

k. National ZIP Code Directory

l. Postal Manual

m. Official Airline Guide

n. Hotel and Motel Guides

o. Trade and Professional Journals

p. Company Procedures Manuals

RESOURCE SHEET

Activities 1-6

Activity 1

Instructions

1. Locate Activity Sheet 1.
2. Carefully read each description of the information requested.
3. Using the resources named at the top of Activity Sheet 1, determine the most appropriate resource for locating the information requested.
4. Record your answers in the spaces provided.

Activity 2

Instructions

1. Locate Activity Sheet 2.
2. Carefully read each description of the information requested.
3. Using the list of references named at the top of Activity Sheet 2, determine the most appropriate reference for locating the information requested.
4. Record your answers in the spaces provided.

Activity 3

Instructions

1. Locate Activity Sheet 3.
2. Carefully read the direction for each of the five sections on the activity sheet.
3. Using the reference indicated at the beginning of each section, locate the information requested.
4. Record your answers in the spaces provided.

Activity 4

Instructions

1. Locate Activity Sheet 4.
2. Take the activity sheet with you to a school or public library.
3. Carefully read each description of the information requested.
4. Using the card file, available indexes, a librarian, or any other resources or references needed, locate the information requested.
5. In the spaces provided, record the requested information and the resource or reference from which the information was gathered.

Activity 5

Instructions

1. Locate Activity Sheet 5.
2. Carefully read each description of the information requested.
3. Determine what type of resource could provide the requested information.
4. Using whatever resources and/or references are available, locate the name, address, and telephone number of the resource from whom you would request the information. Be specific.
5. Record your answers in the spaces provided.

Activity 6

Instructions

1. Locate your completed Activity Sheet 5.
2. Select from those resources you have listed the one about which you would like more information.
3. Make an appointment with that resource to interview one of the office employees.
4. Locate Activity Sheet 6.
5. Using that activity sheet as an interview guide, interview the employee.
6. Indicate resources used by placing X's in the appropriate spaces.
7. Specify particular references where requested.

Activity Sheet 1

Better Business Bureau
city/county government offices
community colleges/universities
federal government agencies
libraries
local chamber of commerce
local professional/service organizations
national professional/service organizations
newspaper offices
other businesses
post office
state chamber of commerce
state government offices
state professional/service organizations

1. A description of all property being sold at auction for failure to pay city property taxes.

_____

2. A list of all local service organizations.

_____

3. Directions on how to obtain a bulk mail permit.

_____

4. A list of all books written by Ernest Hemingway.

_____

5. The names, positions, and office addresses of the members of the President's Cabinet.

_____

6. A list of the state highways that will be resurfaced during the next five years.

_____

7. Information on how to get your deposit back from a local caterer who refuses to make the refund, even though the banquet to be catered was cancelled three months in advance.

_____

8. Details of a merger of three local firms that occurred eight years ago.

_____

9. A speaker for a local awards banquet for outstanding high school students.

_____

10. Advice on how to improve the work flow in the office of your company.

_____

11. A list of interesting facts about your state. The list is to be included in an informational packet for all new employees.

_____

12. Ten individuals to act as presenters at an annual "Careers" workshop for high school seniors.

_____

13. A list of the state officers (for each of the 50 states and the U.S. territories) of Professional Secretaries International (PSI).

_____

14. A calendar of all parades and celebrations planned in your city during the coming year.

_____

15. A plan for landscaping the grounds around your company's buildings.

_____

Activity Sheet 2

Almanacs
Atlases
Company procedures manuals
Dictionaries
Directories
Encyclopedias
Grammar/writing style books
Hotel and motel guides
Indexes
National ZIP Code Directory
Official Airline Guide
Postal manual
Reference manuals
Thesauruses
Trade and professional journals
Word books

1. The definition for the word "proximate."

_____

2. The best route between Garden City, New York, and St. Joseph, Missouri.

_____

3. The ZIP Code for Lubbock, Texas.

_____

4. The area code for Portland, Oregon.

_____

5. The proper way to wrap a package.

_____

6. The Best Western motel that is closest to the airport in Juneau, Alaska.

_____

7. Census figures for the ten largest cities in the United States.

_____

8. The appropriate way to address a letter to your state senator.

_____

9. The earliest flight from Green Bay, Wisconsin, to Detroit, Michigan.

_____

10. The latest micro-computing equipment on the market.

_____

11. A more subtle way of saying "You're fired."

_____

12. A brief history of the Industrial Revolution.

_____

13. A list of all of the articles written about teaching typewriting at the junior high school level.

_____

14. The most appropriate way(s) of citing sources in a scientific research report.

_____

15. The chain of command in the company by which you are employed.

_____

16. The proper point(s) of hyphenation in the word "atmosphere."

_____

17. Various ways of "setting up" (formatting) a business letter.

_____

18. A list of two-letter state abbreviations.

_____

19. An article on modular landscaping in the office.

_____

20. The fastest means of mailing a contract from Cleveland, Ohio, to Pittsburg, Pennsylvania.

_____

Activity Sheet 3

Word Book

On the lines provided, indicate where each word could be correctly divided at the end of a line of type.

devaluation	1. _____
validation	2. _____
optimum	3. _____
probability	4. _____
applicable	5. _____

Dictionary

Show the pronunciation for each of the following words.

guarantee	6. _____
data	7. _____
author	8. _____
cement	9. _____
surfeit	10. _____

Thesaurus

List one synonym and one antonym for each of the following words.

	SYNONYM	ANTONYM
grateful	11. _____	12. _____
morose	13. _____	14. _____
patrician	15. _____	16. _____
stoop	17. _____	18. _____
candid	19. _____	20. _____

Reference Manual

Briefly answer each of the following questions.

What are the four basic parts of a business letter?

21. _____
22. _____
23. _____
24. _____

Show an example of a salutation in a business letter written to the President of the United States.

25. _____

What is the plural of "account receivable"?

26. _____

What is the difference between:

canvas 27. _____

canvass 28. _____

What is a collective noun? 29. _____

Which of the following prepositions is correctly used?

identical to/identical with 30. _____

Telephone Directory

Briefly answer each of the following questions.

What is the service order charge for installing a telephone in a residence?

31. _____

During what hours can you receive a 35 percent discount on interstate direct-dial telephone calls?

32. _____

In what time zone is each of these states:

Nevada 33. _____

Indiana 34. _____

Alabama 35. _____

Montana 36. _____

What is the area code for each of the following locations:

Rapid City, South Dakota 37. _____

El Paso, Texas 38. _____

Joliet, Illinois 39. _____

Under what yellow pages heading are all lawyers listed?

40. _____

Activity Sheet 4

	Answer	Reference/Resource
1. The author of the quotation, "In a hierarchy, every employee tends to rise to his level of incompetence."		
2. The 1980 census figure for the city of Miami, Florida		
3. The student enrollment at the Ohio State University (Columbus) during the spring term, 1982.		
4. The largest island in the world.		
5. The publisher of the World Book Encylopedia.		
6. The editor of the Wall Street Journal.		
7. The capital of North Dakota		
8. The number of volumes in the library.		
9. The number of newspapers to which the library subscribes.		
10. The copyright date on the book The Winds of War.		
11. The president of the United States in 1894.		
12. The state that had the highest wheat production in 1977.		
13. The date on which John F. Kennedy was assassinated.		
14. The name of the national preserve in Florida.		

15. The name of the World War II general who later became president of the United States. _____ _____

16. The current chief executive of the Ford Motor Company. _____ _____

17. The hours during which the library you use is open. _____ _____

18. The city whose nickname is "The Cereal Capital of the World." _____ _____

19. The 1976 population of the city of Montreal, Canada. _____ _____

20. The main ingredients in ballpoint pen inks. _____ _____

Activity Sheet 5

The state resource you would contact if you were out of a job and looking for employment.

Name _____
Address _____
_____
Telephone _____

The resource you would contact if you had to make arrangements to attend a three-day conference 1,000 miles away from your home.

Name _____
Address _____
_____
Telephone _____

The resource you would contact to keep accounting records for your company.

Name _____
Address _____
_____
Telephone _____

The resource you would contact if you were looking for another site at which to relocate your company.

Name _____
Address _____
_____
Telephone _____

The resource you would contact if you wanted to design a new office building.

Name _____
Address _____
_____
Telephone _____

The resource you would contact if you wanted information about the town's plans for a Fourth of July celebration.

Name _____
Address _____
_____
Telephone _____

The resource you would contact if you needed volunteers to help with a fund-raising event for the local Meals-on-Wheels program.

Name _____
Address _____
_____
Telephone _____

The resource you would contact if you wanted to plan the flower arrangements to be used at a banquet.

Name _____
Address _____
_____
Telephone _____

The county resource you would contact if you needed some legal information.

Name _____
Address _____
_____
Telephone _____

The resource you would contact if you wanted to increase the amount of insurance you carried on your property.

Name _____
Address _____
_____
Telephone _____

Activity Sheet 6

Personal

Name_____ Years with Company_____

Position_____ Years in Position_____

Employer_____ Prior Years Experience_____

Resources Used Regularly (People and Companies)

___ Local Chamber of Commerce

___ City and County Governmental Offices

Specify: _____

_____

_____

___ Better Business Bureau

___ Newspaper Offices

___ U. S. Post Office

___ Libraries

___ Private

___ Public

___ Community College/College/University

___ Professional and Service Organizations

Specify: _____

_____

_____

___ Other Businesses

Specify: _____

_____

_____

___ State Governmental Offices

Specify: _____

_____

_____

___ State Chamber of Commerce/Tourist Information Bureau

___ Community Colleges/Colleges/Universities

___ State-Level Professional and Service Organizations

Specify: _____

_____

_____

___ Federal Governmental Agencies

Specify: _____

_____

_____

___ National Professional and Service Organizations

Specify: _____

_____

_____

___ Other

Specify: _____

_____

_____

_____

_____

References Used Regularly (Printed Materials)

___ Dictionary

___ Word Book

___ General

___ Specialized

Specify: _____

_____

_____

___ Thesaurus

___ Reference Manual

___ General

___ Specialized

Specify: _____

_____

_____

___ Encyclopedia

___ Grammar/Writing Style Book

___ Almanac

___ Directories

- ___ Telephone
- ___ City
- ___ Government
- ___ Business and Industry
- ___ Other

  Specify: _____

  _____

  _____

___ Indexes

Specify: _____

_____

_____

___ Atlas

___ National ZIP Code Directory

___ Postal Manual

___ Official Airline Guide

___ Hotel/Motel Guides

___ Trade/Professional Journals

Specify: _____

_____

_____

___ Company Procedures Manual

___ Other

Specify: _____

_____

_____

_____

_____

In order of importance to you (No. 1 = most important) list the five resources and/or references that are most valuable in your work.

1. _____
2. _____
3. _____
4. _____
5. _____